DOCUMENT RESUME

ED 268 740 EC 182 344

TITLE	Directory of California Community Colleges Exemplary Programs and Materials for Handicapped Population Students.
INSTITUTION	Educational Evaluation and Research, Inc., Menlo Park, Calif.
SPONS AGENCY	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	85
NOTE	43p.; For an earlier edition, see ED 242 939.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Audiovisual Aids; *Community Colleges; Curriculum Development; *Demonstration Programs; *Disabilities; Resource Materials
IDENTIFIERS	*California Community Colleges

ABSTRACT

The directory presents information on model programs, curriculum materials, and guides regarding Handicapped Student Programs and Services (HSPS) funds in California community colleges. Materials were identified via criteria which considered them exemplary and then selected by an advisory committee. Citations are organized in five major topics (sample subtopics in parentheses): (1) model programs (horticulture program for handicapped students); (2) resource guides (a faculty guide for serving the disabled, career guidance for students with disabilities, vocational skills assessment); (3) curriculum materials (basic math curriculum for blind students); (4) audiovisual materials (technical sign language videotapes); and (5) reference materials (a catalog of career guidance materials for use with students with disabilities). Each entry includes name of developing organization, specific products and their availability, evidence of effectiveness, usefulness, or impact, and contact persons who serve as sources of additional information. (CL)

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DIRECTORY OF CALIFORNIA COMMUNITY COLLEGES EXEMPLARY PROGRAMS AND MATERIALS FOR HANDICAPPED POPULATION STUDENTS

U.S. DEPARTMENT OF EDUCATION
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Prepared for the
Chancellor's Office, California Community Colleges

by
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Menlo Park, California

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1985

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This directory is a product of a project supported by Handicapped Student Programs and Services funds through an agreement with the Yosemite Community College District.

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INTRODUCTION

In January 1985 the Chancellor's Office of the California Community Colleges funded a Handicapped Student Programs and Services (HSPS) project to facilitate the utilization of exemplary programs and materials for the handicapped population students. The goal of the project was to identify existing exemplary resource material developed with HSPS funds at California community colleges and to facilitate the utilization of such resources through packaging, dissemination, and technical assistance. "Resource materials" included model programs, curriculum materials, guides, and other products or information. This directory is the first major product resulting from that project.

How This Directory was Developed

Potential criteria to be used for identifying exemplary programs and materials were first prepared by project staff for presentation to the project advisory committee. "Exemplary" was defined as deserving imitation and serving as an ideal model or example. The advisory committee, which was selected by Chancellor's Office staff, consisted of the following individuals:

1. Youn-Cha Shin Chey, Executive Director, The Multi-Service Center for Koreans, Inc.
2. Dan Estrada, Vocational Education Specialist, California Commuinity Colleges Chancellor's Office
3. M.J. Fujimoto, President, West Los Angeles College
4. Charles Miller, Academic Programs Coordinator, Lockheed Missiles and Space Company, Inc.
5. David A. Passarell, Specialist, Specially Funded Programs, California Community Colleges Chancellor's Office

The advisory committee considered the criteria to be used for identifying exemplary programs and materials, and agreed upon the following:

1. The program or material must have been developed, at least in part, with Handicapped Student Programs and Services (HSPS) funds.
2. The program or material must be targeted to the handicapped population.
3. There must be adequate documentation available describing a model program, resource guide, curriculum material, or audiovisual material.
4. A model program or curriculum material must have been successfully implemented in at least one California community college. A resource guide, audiovisual material, or reference material must have been used at one or more California community college.

5. The program or material must be transportable to another location where it can be used. This implies that the available documentation is adequate to permit replication or use elsewhere.

6. There must be some convincing documented evidence available about the effectiveness, usefulness, or impact of the program or material.

Project staff searched for programs and materials that met the criteria. A letter was sent to each California community college asking for nominations. This letter went to: College Specialists, Handicapped Student Programs and Services (HSPS); Deans of Occupational Education; Deans of Student Services; and Directors of Extended Opportunity Programs and Services (EOPS). Nominations were also solicited from Chancellor's Office staff and members of the advisory committee. The developers of programs and materials for the handicapped population that were identified during an earlier search for exemplary resource materials developed with Vocational Education Act funds were contacted to find out whether the program or material was also supported in part by HSPS funds. Also, annotated lists of 1978-79 through 1983-84 Fund for Instructional Improvement projects were reviewed to identify projects related to the handicapped population. Then the directors of these projects were contacted to find out whether the project was also supported in part by HSPS funds. In addition, college district coordinators of HSPS and HSPS College Specialists at districts and colleges receiving large HSPS allocations were contacted to solicit nominations.

The programs and materials that met the criteria in the judgement of the project staff were then individually reviewed by the members of the advisory committee, who made the final selection. Descriptions of those programs and materials were then prepared for the directory. There are, no doubt, additional exemplary programs and materials that meet the criteria but were not uncovered by the search.

How This Directory is Organized

Each identified exemplary program or material developed, at least in part, by HSPS funds is described on a separate page in this directory. In addition, for the convenience of the reader, previously identified exemplary programs and materials for the handicapped population that were developed, at least in part, with Vocational Education Act (VEA) funds are also included. The pages are arranged by type of resource material using the following general categories: model programs, resource guides, curriculum materials, audio-visual materials, and reference materials.

For each page, the title of the exemplary program or materials is shown at the top of the page. Then, the type of resource material is given, followed by the name of the organization where the program or material was developed. In addition, each page gives: a description of the program or material; the specific products of concern and information as to their availability; evidence of effectiveness, usefulness, or impact; and the name, address, and telephone number of a source that can be contacted for additional information.

How to Use This Directory and Obtain Additional Information

The pages of the directory may be scanned for a general review of its contents. To locate specific programs or materials, consult the Table of Contents or the Agency Index.

Products described in the directory can be obtained from the sources listed in the "Available from" notations on each page. Prices, where given, were accurate for 1985, but are subject to change. Detailed directions for ordering materials from VOICE (Vocational and Occupational Information Center for Educators) appear in Appendix A.

In addition to the information sources listed on the directory pages, readers can contact Educational Evaluation and Research, Inc., for information and technical assistance related to the use or adoption of these exemplary programs or materials whose description contains the footnote "Assistance in adoption or use available from Educational Evaluation & Research, Inc." To obtain such assistance, write to Educational Evaluation and Research, Inc., 530 Oak Grove Avenue, Room 106, Menlo Park, CA 94025, or telephone (415) 325-3254. This service will be available throughout the duration of this special dissemination project.

MODEL PROGRAMS

A MODEL CAREER AWARENESS AND CAREER PLANNING PROGRAM FOR STUDENTS WITH DISABILITIES

TYPE OF RESOURCE MATERIAL

Model Program

DEVELOPER

Santa Monica Community Collge District, Santa Monica College

DESCRIPTION

This program was the result of a VEA special project to develop and implement a model career program for disabled students. HSPS funds were also used in its development. The program was designed based on: information from a research review; a statewide survey of career planning programs for disabled students; and input from the project advisory board, high schools, community colleges, equal opportunity representatives in business and industry, and local community agencies. The program emphasizes coordination with existing career counseling and vocational programs at the college and at local high schools.

This model program was designed to allow students to pass through the three essential stages that every individual must experience prior to making a successful occupational choice: career exploration, decision making, and work experience. The major feature of the program is that the career exploration class provides an opportunity to actually experience a large number of mainstreamed vocational classes under the supervision of a skilled vocational instructor. After exposure to as many as 15 different vocational classes, disabled students select three occupations in which they would like to volunteer for work experience. Then three one-month placements are arranged. Student volunteer work is supervised by college staff. Following this work experience, the students discuss their future plans privately with the vocational counselor and instructor. This program is documented in a manual which includes the rationale for the program design, a brief program description, the role of program participants, lesson plans, and resource materials.

PRODUCTS

1. Pennington, V. *Within Our Grasp: A Model Career Awareness and Career Planning Program for Students with Disabilities.* Santa Monica, CA: Santa Monica College, 1982. (212 pages)

   Available from: VOICE (P-cc-01-777). Also available from the Information Source given below, for $12.50.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

All of the 21 students who completed the program at Santa Monica College made realistic career plans, and 18 of them reported more satisfaction with their lives after participating in the program. Six were hired by work experience employers.

INFORMATION SOURCE

Judith G. Schwartz
Coordinator, Disabled Students' Center
Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405
(213) 452-9265

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

A MODEL FOR IMPROVING CAREER PLANNING AND WORK EXPERIENCE/ COOPERATIVE EDUCATION OPPORTUNITIES FOR DISABLED STUDENTS

TYPE OF RESOURCE MATERIAL

Model Program

DEVELOPER

Peralta Community College District, Vista College

DESCRIPTION

This model program of vocational counseling, training, and placement for the disabled involves the active participation of three partners — the college, private employers, and union representatives. Its development was supported by VEA and HSPS funds. The approach used is exceptional in that: (a) it begins with a cluster of conditional job offers from a specific private employer or union and then works backward to establish the necessary training standards, admmission requirements, and assessment/learning activities; and (b) the primary focus is on developing short-term, intensive training activities that combine skill training, exposure to work, and psychological support. Training programs for word processing, intercept operator, apprentice roofer, mail handler/clerk, and custodian were designed specifically for disabled students. However, this model program also supported many disabled students enrolled in conventional training programs at Vista and other Peralta district colleges.

A step-by-step description of the vocational counseling and training process is given in *Joining the Ranks: Partnership in Rehabilitation.* Sections cover the business-education-labor partnership, training and placement strategies, initial student contacts, assessment, implications of disability benefits, developmental activities such as GED preparation, and supportive services.

PRODUCTS

1. Hans, D., Whitmore, L., & Knightly, M. *Joining the Ranks: Partnership in Rehabilitation.* Berkeley, CA: Vista College, 1981. (82 pages)

   Available from: VOICE (P-01-00-776). Also temporarily available from the Information Source given below, at no charge.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

A total of 172 disabled students were placed in jobs during the three years the program received special project funds. As a result of the project activities, a local ordinance was passed establishing a commission on disabled persons. A videotape describing the program was shown to the U.S. Congress by the Oakland AFL-CIO handicapped placement specialist.

INFORMATION SOURCE

Maureen Knightly
Counselor
Vista College
2020 Milvia Street
Berkeley, CA 94704
(415) 841-8431

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

A NONTRADITIONAL MACHINE TOOL TECHNOLOGY PROGRAM ACCESSIBLE TO THE PHYSICALLY HANDICAPPED

TYPE OF RESOURCE MATERIAL

Model Program

DEVELOPER

South County Community College District, Chabot College

DESCRIPTION

Physical levels of work in industry have been diminished by linking computers to the operation and control of machines. Recognizing that this new technology opens many occupations to individuals with physical limitations, Chabot College faculty developed a program in numerical control programming and machine operation that is accessible to disabled students. The approach used stresses adapting the disabled person to the environment, rather than adapting the environment to the person. A detailed dissemination report describes the machine tool technology program curriculum and the equipment and strategies used to achieve accessibility. These include an elevating wheel chair that enables wheelchair-bound students to reach the machine shop equipment. The development of the program was supported by VEA and HSPS funds. It was also supported by the Community College Fund for Instructional Improvement.

PRODUCTS

1. Brown, R. *Development of Curriculum for a Nontraditional Machine Tool Technology Program Accessible to the Physically Handicapped.* Hayward, CA: Chabot College, 1980. (90 pages)

   Available from: VOICE (P-01-08-439).

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

All of the disabled students who completed the program were placed in jobs. In addition, Chabot occupational faculty have used the machine tool program approach to make all technical areas accessible to disabled students. As a result, the retention of disabled students has improved, vocational faculty have a better working relationship with enablers, and there is more cooperation with industries served by the training programs.

INFORMATION SOURCE

Robert G. Hunter
Associate Dean of Instruction—Natural and Applied Sciences
Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545
(415) 786-6633

HORTICULTURE PROGRAM FOR HANDICAPPED STUDENTS

TYPE OF RESOURCE MATERIAL

Model Program

DEVELOPER

Sierra Community College District, Sierra College

DESCRIPTION

This program was the result of a project funded under the Community College Fund for Instructional Improvement. Local funds as well as funds from the Handicapped Student Programs and Services were also used to support the development of the program. The program was designed to create a harmonious relationship between handicapped and nonhandicapped students on campus, and to create an atmosphere of acceptance for handicapped students by potential local employers.

The major feature of the program is the integration of handicapped students into regular horticulture classes, laboratories, and on-the-job training where one handicapped and one nonhandicapped student form a training team. This increases interaction and cooperation among the handicapped and nonhandicapped students. Also, placing the teams in local nursery and landscape industries for on-the-job training increases the employment chance for the handicapped student. Program staff developed a student workbook and job readiness survey which are used in the program.

PRODUCTS

1. Furbee, J., & Burns, L. *Agriculture for the Handicapped* (Project Proposal). Rocklin, CA: Sierra College, 1982. (32 pages)
2. Furbee, J. *Final Report: Horticulture for the Handicapped.* Rocklin, CA: Sierra College, 1983. (28 pages)
3. Burns, L., Beadle, J., & Furbee, J. *Horticulture for the Handicapped.* Rocklin, CA: Sierra College, 1983 (52 pages)
4. Burns, L., & Furbee, J. *Agriculture Job Readiness Survey.* Rocklin, CA: Sierra College, 1983. (20 pages)

Available from: VOICE.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Both handicapped and nonhandicapped students in the program showed a significant gain in their knowledge on pre- and post-tests. The handicapped group showed a larger gain than the nonhandicapped group. On-the-job supervisors made very positive evaluations of the students trained on their industrial sites. The nursery managers were very supportive and indicated their willingness to have the students again the following year.

INFORMATION SOURCE

James D. Furbee
Special Education Instructor
Sierra College
5000 Rocklin Road
Rocklin, CA 95677
(916) 624-3333

PROJECT HOMEBOUND

TYPE OF RESOURCE MATERIAL

Model Program

DEVELOPER

Los Angeles Community College District, Los Angeles City Collge

DESCRIPTION

The purpose of Project Homebound is to enable severely physically disabled students who are homebound to participate in regular classes through the use of speaker telephones. Los Angeles City College began this project in the fall of 1978. In the fall of 1983, 11 courses were offered. The project was supported by VEA and HSPS funds.

Textbooks, class materials, and tests are mailed to the students. At the beginning of each class, the instructor makes a call to each of the homebound students enrolled in his or her course. During the class, the homebound students can listen or talk with the instructor and nonhandicapped classmates by conference telephone receivers and microphones. The homebound students live within a 35-mile radius of the college.

PRODUCTS

1. A Project Homebound brochure and a one-page program description are available from the Information Source given below.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The project has been operated at Los Angeles City College for five years. It has expanded from four original classes enrolling 10 homebound students to 11 classes enrolling over 50 students. On the average the disabled enrollees performed as well as or better than the regular students in the classes.

INFORMATION SOURCE

Chadwick Woo, Jr.
Assistant Dean
Handicapped Student Programs and Services
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, CA 90029
(213) 669-4218

RESOURCE GUIDES

A CAREER PLANNING GUIDE FOR STUDENTS WITH DISABILITIES

TYPE OF RESOURCE MATERIAL

Resource Guide

DEVELOPER

Chaffey Community College District, Chaffey College

DESCRIPTION

As the result of a search for existing materials for counseling the disabled, Chaffey College staff and their advisers identified a need for a career planning guide designed for this special population. The resulting product was reproduced in standard and large print, braille, and audiotape versions. It is intended to be used as a supplement to regular career planning materials. The guide was developed with VEA funds.

The *Career Planner : A Guide for Students With Disabilities* focuses on the need for systematic planning and a realistic look at people in the world of work. This guide contains specific information needed to make career decisions and step-by-step procedures to follow. Chapter titles are: health information, vocational information, how to get information from people, job analysis, and job modification. There are sample forms and letters, tips for contacting people, and a list of role models and helpful organizations.

PRODUCTS

1. Smith, J., Hopkins, L . J., & Creasy, D. E. *Career Planner : A Guide for Students With Disabilities* (2nd ed.). Alta Loma, CA: Chaffey College, 1982. (24 pages, standard print; 56 pages, large print)

   Available from: VOICE (P-36-01-456). Also available in standard and large print from the Information Source given below, at no charge. Braille copies can be purchaged for $6.25 each from the Pomona Transcribers Guild, c/o Ontario Public Library, 215 East C Street, Ontario, CA 91764. Four-track cassette tapes are available from Recording for the Blind, Inc., 215 East 58th Street, New York, NY 10022 at no charge to eligible individuals.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The *Career Planner* was reviewed by teachers and counselors of the disabled and by employed disabled adults. It was also field tested with physically and learning disabled students. The quality, format, content, and relevancy of this product were given positive evaluations in dissemination workshops. The *Career Planner* is used in community colleges statewide.

INFORMATION SOURCE

Paulette Bull
Educational Resource Center
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

A COMMUNITY ACTION MODEL: IN-SERVICE TRAINING TO IMPROVE VOCATIONAL EDUCATION AND EMPLOYMENT FOR PERSONS WHO ARE DISABLED

TYPE OF RESOURCE MATERIAL

Resource Guide

DEVELOPER

Santa Monica Community College District, Santa Monica Collge

DESCRIPTION

This manual was the product of a special project whose purpose was the design and implementation of in-service training activities for administrators, faculty, staff, employers, and the community to improve the education and employment of persons with disabilities. The project was supported by VEA and HSPS funds. The manual is a description of an approach developed at Santa Monica College and used to meet local in-service training needs. It is designed for individuals interested in conducting in-service training activities about students with disabilities. It describes a problem-solving approach, as opposed to a "cookbook" method, for meeting training needs. The approach stresses creating community resource linkages to solve individual student problems.

The manual has seven main sections: introduction; how to use the manual; challenges for in-service training, which describes specific challenges and process approaches to the design and implementation of in-service training programs; recommendations for action identified by faculty, staff, employers and agency personnel in the Santa Monica area; recommendations for action applied to three individual student problems; training activities carried out at Santa Monica College; and a summary. Appendix A describes three training sessions which were pilot tested at Santa Monica College. Appendix B is a report of a statewide needs assessment survey. Appendix C is an annotated list of films and training materials. Appendix D is a transcript of statewide workshops held to disseminate the in-service training model.

PRODUCTS

1. Burnett, S. E., Pennington, V., Schwartz, J., & Garell, D. C. *A Community Action Model: In-service Training to Improve Vocational Education and Employment for Persons Who Are Disabled.* Santa Monica, CA: Santa Monica College, Disabled Students' Center, 1981. (172 pages)

   Available from: VOICE (P-19-00-778).

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Ninety-three percent of the participants at dissemination workshops found the manual to be useful. The approach to providing in-service training has been recognized as useful by personnel from other community colleges in California.

INFORMATION SOURCE

Judith G. Schwartz
Coordinator, Disabled Students' Center
Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405
(213) 452-9265

A FACULTY GUIDE FOR SERVING THE DISABLED

TYPE OF RESOURCE MATERIAL

Resource Guide

DEVELOPER

Los Angeles Community College District, East Los Angeles College

DESCRIPTION

This guide was prepared using VEA funds to meet the need for removing attitudinal barriers towards disabled students on campus. The guide is to be used by faculty and staff members to increase their awareness of disabilities and their understanding of handicapping conditions. The strength of this guide is that one can refer to it without the feeling of being overwhelmed with information.

By way of introduction, the guide gives a succinct statement on the legal mandates concerning the disabled. This is followed by descriptions of various handicapping conditions which may affect learning, and what the faculty should do to accommodate each condition and assist student learning. The guide also has sections on: what to do in emergency first aid or evacuation situations, special education services provided on campus, and community resources available to help disabled students.

PRODUCTS

1. Davila, M., & Lusky, I. A. *Serving the Disabled: a Faculty Guide:* Monterey Park, CA: East Los Angeles College, 1982. (50 pages)

   Available from: VOICE (07552). Also available from the Information Source given below, at cost.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The guide was distributed to all faculty and staff at East Los Angeles College, and many of them reported that it was very useful.

INFORMATION SOURCE

Joseph S. Najar
Assistant Dean, Special Education
East Los Angeles College
1301 Brooklyn Avenue
Monterey Park, CA 91754
(213) 265-8785

CAREER GUIDANCE FOR STUDENTS WITH DISABILITIES

TYPE OF RESOURCE MATERIAL

Resource Guide

DEVELOPER

Chaffey Community College District, Chaffey College

DESCRIPTION

To help fill critical gaps in currently available vocational assessment and career guidance materials for disabled students, Chaffey College VEA special project staff developed the manual, *Career Guidance for Students With Disabilities*. The manual contains instructions for modifying counseling materials and procedures for use with this special population. It describes how project staff selected existing printed and audiovisual materials and arranged to have them adapted for students with hearing, sight, learning, and other disabilities. Specific tips for counseling the disabled are included, and public and private agencies and national organizations that serve the disabled are listed.

PRODUCTS

1. Smith, S., & Smith, G. J. *Career Guidance for Students with Disabilities.* Alta Loma, CA: Chaffey College, 1981. (19 pages) (Also available on cassette tape.)

   Available from: VOICE (P-36-00-452). Also available from the Information Source given below, at no charge.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Career Guidance for Students with Disabilities was reviewed by teachers and counselors of the disabled. Community college personnel who received copies at dissemination workshops rated the materials favorably.

INFORMATION SOURCE

Paulette Bull
Educational Resource Center
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737

FIVE H: FORMULA FOR IMPROVING VOCATIONAL EDUCATION FOR THE HANDICAPPED (PHASE I)

TYPE OF RESOURCE MATERIAL

Resource Guide

DEVELOPER

University of California, Los Angeles

DESCRIPTION

Project FIVE H (Formula for Improving Vocational Education for the Handicapped) was a statewide leadership training program funded by the VEA in 1978-79 to improve the understanding and capabilities of persons responsible for vocational programs for the disabled. Twelve leadership training seminars were held throughout California to create "awareness and understanding" of the legal and educational requirements for vocational programs for the handicapped. The project involved in-service training for the seminar presenters. Seminar participants pledged to conduct in-service training at their home institutions.

The product of concern here is the instructional notebook developed and distributed to seminar participants. The notebook contains information that can be used by any individual who provides services for the disabled. It contains sections on: legal requirements of vocational education for the handicapped, a model assessment delivery system for inclusion into vocational education programs, the Department of Rehabilitation look at vocational education, and the individualized education program. Various other materials are appended.

PRODUCTS

1. Goldsmith, J. L. (Ed.) *FIVE H: Formula for Improving Vocational Education for the Handicapped (Phase I)*. Sacramento, CA: California State Department of Education, Vocational and Career Education Services Section, 1978. (141 pages)

   Available from: VOICE (P-19-08-090).

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

FIVE H project leaders trained 456 persons, including 111 community college educators, using the notebook. A third-party evaluator reported that a majority of the seminar presenters rated the notebook as "excellent" on criteria of comprehensiveness, organization, readability, and general usefulness. Seminar participants pledged to conduct in-service training for an estimated 5,500 educators at their home institutions.

INFORMATION SOURCE

David A. Passarell
Specialist, Specially Funded Programs
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814
(916) 323-5952

FIVE H: FORMULA FOR IMPROVING VOCATIONAL EDUCATION FOR THE HANDICAPPED (PHASE II)

TYPE OF RESOURCE MATERIAL

Resource Guide

DEVELOPER

University of California, Los Angeles

DESCRIPTION

Project FIVE H (Formula for Improving Vocational Education for the Handicapped) was a statewide leadership training program first funded by the VEA in 1978-79 (Phase I) to improve the understanding and capabilities of persons responsible for vocational programs for the disabled. During 1979-80, the second year of the project (Phase II), an in-service program was planned to build on the base of awareness and understanding created in Phase I by developing skills and capabilities needed to provide programs for the disabled. Ten leadership training seminars were held throughout California. The project involved in-service training for the seminar presentors. Seminar participants pledged to conduct in-service training at their home institutions.

The product of concern here is the instructional notebook developed and distributed to seminar participants. The notebook contains information that can be used by any individual who provides services for the disabled. It contains sections on: legal requirements of vocational education for the handicapped, the elimination of stereotypes and bias on handicaps and/or sex, vocational assessment, the content of the individualized education program (IEP), implementing the IEP, instruction and curriculum modifications, modifications of physical facilities, and fiscal support and funding. Various other materials are appended.

PRODUCTS

1. Goldsmith, J. L. (Ed.). *FIVE H: Formula for Improving Vocational Education for the Handicapped (Phase II)*. Sacramento, CA: California State Department of Education, Vocational and Career Education Services Section, 1979. (169 pages)

   Available from: VOICE (P-19-08-090).

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

FIVE H project leaders trained 388 persons during Phase II, including 70 community college educators, using the notebook. A third-party evaluator reported that about 80% of the seminar participants rated the effectiveness of the materials as excellent. Seminar presenters rated the notebook "excellent" on comprehensiveness, organization, readability, and general usefulness. Seminar participants pledged to train over 3,000 persons at their home institutions.

INFORMATION SOURCE

David A. Passarell
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California Community Colleges
1107 Ninth Street
Sacramento, CA 95814
(916) 323-5952

VOCATIONAL GUIDANCE FOR HANDICAPPED STUDENTS

TYPE OF RESOURCE MATERIAL

Resource Guide

DEVELOPER

Chaffey Community College District, Chaffey College

DESCRIPTION

This manual was developed as one product of a VEA special project which had as its purpose the development of a comprehensive training program and training package to increase the effectiveness of counseling personnel in providing vocational guidance for handicapped students. Although the manual was developed for use by those attending a three-day training program, the materials presented in it can also be used independently.

The topics covered in the manual are disability information, vocational evaluation, occupational and educational information, vocational counseling, job analysis and job modification, job seeking, and additional resources. Numerous worksheets and forms are included.

PRODUCTS

1. Hopkins, L. J., Bell, J. E., Davis, C. M., Holmes, D. B., Frye, B., Gaden, K., & Hokana, J. *Vocational Guidance for Handicapped Students: A Training Program.* Alta Loma, CA: Chaffey College, Educational Resource Center, 1980. (206 pages)

   Available from: VOICE (P-36-9-776).

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Community college workshop participants who were contacted in 1982 reported that they had used the manual and shared it with others. The rapid depletion of the supply of manuals without advertising was cited as evidence of its acceptance. Some of the ways recipients reported using the manual were: to provide in-service training for high school staff, as a text for a university course, as part of a community college student services staff guide, and as a guide in developing a vocational evaluation program. Use of the manual was reported at Cerritos College, Citrus College, Crafton Hills College, Fullerton College, Glendale Community College, Santa Barbara City College, and Victor Valley College.

INFORMATION SOURCE

Paulette Bull
Educational Resource Center
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737

VOCATIONAL SKILLS ASSESSMENT FOR THE DISABLED STUDENT

TYPE OF RESOURCE MATERIAL

Resource Guide

DEVELOPER

Chaffey Community College District, Chaffey College

DESCRIPTION

This manual was developed with VEA funds as part of a training package designed to assist guidance personnel and directors of programs and services for the handicapped in providing model vocational skills assessment programs for their students. In developing the training package, resources for vocational skills assessment were identified and information about them was compiled. The in-service training was designed to present the basic principles and requirements of vocational evaluation, and within those parameters, options for modifications to suit the needs of students and service providers.

The manual contains chapters on vocational evaluation, counseling and disabilities, data collection, vocational exploration, job analysis and modification, reports, case management, and locating and identifying quality vocational evaluation services. Appended materials are examples of forms, selected case studies, and an annotated bibliography.

PRODUCTS

1. Chipps, P. *Vocational Skills Assessment for Disabled Students.* Alta Loma, CA: Chaffey College, Educational Resource Center, 1981. (197 pages)

   Available from: VOICE (P-36-00-777).

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Ninety-five percent of the participants at workshops using the manual responded favorably and thought that guidance for disabled students would improve on their campuses. The workshops were attended by representatives of 35 community colleges. Many of them later reported using the manual at their campuses.

INFORMATION SOURCE

Paulette Bull
Educational Resource Center
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

CURRICULUM MATERIALS

BASIC MATH CURRICULUM FOR BLIND STUDENTS

TYPE OF RESOURCE MATERIAL

Curriculum Materials

DEVELOPER

Peralta Community College District, Vista College

DESCRIPTION

This curriculum was developed as a special mathematics course for blind students. Its development was supported with funds from the Community College Fund for Instructional Improvement and from HSPS. The curriculum was designed to help blind students acquire the basic skills and self-confidence necessary to go on to more advanced mathematics classes offered at community colleges.

The curriculum was developed on the assumptions that blind students can learn mathematics, they have a high level of mathematics fear, and they learn best using manipulative materials. The instructor manual describes the use of braille worksheets written in Nemith Code, Diens Blocks, Cuisenaire Rods, Place Value Tiles, and other manipulative materials. The curriculum covers basic mathematics skills such as place value, operations with whole numbers, fractions, and decimals. Worksheets in braille are in a separate binder.

PRODUCTS

1. Knightly, M., Novak, G., Nanny, M., Studencki, G., & Lee, M. *Basic Math Curriculum for Blind Students.* Berkeley, CA: Vista College, 1980. (128 pages)

   Available from: VOICE. Also available from the Information Source given below, at cost.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The curriculum materials were developed and pilot tested at Vista College. A course using the materials was offered at Vista College for several semesters. Students who took the course acquired the basic mathematics skills and self-confidence, and some went on to more advanced mathematics courses.

INFORMATION SOURCE

Maureen Knightly
Program Planner
Vista College
2020 Milvia Street
Berkeley, CA 94704
(415) 841-8431

DIAGNOSTIC LEARNING CENTER TUTOR HANDBOOK

TYPE OF RESOURCE MATERIAL

Curriculum Materials

DEVELOPER

San Francisco Community College District, City College of San Francisco

DESCRIPTION

This handbook is for a tutor whose job is to guide learning disabled adults toward independent learning as they study basic academic, career, and survival skills in a small group class. This small group class is called the Diagnostic Learning Center, which puts emphases on a supportive atmosphere, realistic learning goals based on individual needs and skills, and persons taking responsibility for their own learning.

The handbook was developed with VEA and HSPS funds. It contains general directions for tutors, instructional objectives for four subjects, and suggested activities and materials for each objective. There are 13 objectives for Reading Comprehension, 10 objectives for Spelling, 13 objectives for Grammar and Composition, and seven objectives for Mathematics. The handbook also contains copies of tests, guidelines for independent learning, an individual education plan form, and a Career/School/Daily Life Questionnaire. Using this handbook, a tutor can guide learning disabled students to write their own learning goals and use the materials from their career choice to develop basic academic skills.

PRODUCTS

1. Reilly, R. R. *Diagnostic Learning Center Tutor Handbook.* San Francisco, CA: City College of San Francisco, undated. (133 pages)

   Available from: VOICE (07557). Also available from the Information Source given below, at cost.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

These curriculum materials have been used at the City College of San Francisco for two years. Student academic progress from using these materials in 1982-83 was 2.8 years growth on the average.

INFORMATION SOURCE

Rebecca R. Reilly
Coordinator, Diagnostic Learning Center
City College of San Francisco
50 Phelan Avenue, Room C-332
San Francisco, CA 94112
(415) 329-3238

INTEGRATING STUDENTS WITH DISABILITIES INTO THE REGULAR CLASSROOM: A STAFF DEVELOPMENT SHORT COURSE

TYPE OF RESOURCE MATERIAL

Curriculum Materials

DEVELOPER

Foothill-De Anza Community College District, Foothill College

DESCRIPTION

This instructional manual was developed to provide special educators or counselors for disabled students with an instructional aid in conducting a staff development short course on integrating disabled students into the regular classroom. The main objective of the course is overcoming fears and misconceptions of the faculty and staff about students with disabilities. The development of the manual was supported with funds from Community College Fund for Instructional Improvement and from HSPS.

The instructional manual is divided into five units: Attitudes, Labels and Learning Styles, Teaching Techniques and Adaptations, Communication, and Resources. Also included are unit tests and handout materials for trainees. Each unit is for approximately two hours of instruction. The units are self-contained and may be used separately or as a 5-unit package. The manual contains all the background information and lesson plans needed by the instructor who conducts the short course, as well as necessary handouts for the trainees.

PRODUCTS

1. Saxe, S. *Integrating Students with Disabilities into the Regular Classroom: A Staff Development Short Course*. Los Altos Hills, CA: Foothill College, 1981. (238 pages)

   Available from: VOICE. Also available from the Information Source given below, for $7.00, which includes postage.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The instructional manual was field tested at Foodhill College and revised. The course was offered twice each at Foothill College and De Anza College. The participants reported that it helped them understand students with disabilities and they were more willing to try new things in the classroom. There have been about 60 requests for the manual from California community colleges and other agencies.

INFORMATION SOURCE

Judith Terrell
Associate Dean of Students
Foothill College
12345 El Monte Road
Los Altos Hills, CA 94022
(415) 960-4241

SEVEN MODULES FOR INDEPENDENT LIVING SKILLS INSTRUCTION FOR PHYSICALLY DISABLED COLLEGE STUDENTS

TYPE OF RESOURCE MATERIAL

Curriculum Materials

DEVELOPER

Santa Monica Community College District, Santa Monica College

DESCRIPTION

These curriculum materials were developed to provide instructional materials for community college personnel who teach independent living skills classes and workshops for students with physical disabilities. The development of the instructional materials was supported with funds from the Community College Fund for Instructional Improvement and from HSPS. The instructional materials consist of an instructor's manual and a student workbook, but the instructor's manual also contains all the materials in the student workbook.

The instructional materials are divided into seven modules with several lessons within each module. The skill areas covered are: Self-Care, Home Management, Community Mobility, Social/Recreation, Cognitive, Classroom, and Consumer Rights. The materials can be used in either a class or workshop format or on an individual basis. The materials allow selection by the instructor of appropriate modules or lessons depending upon the skill level or specific needs of the students. While the focus of instruction is directed to college students, personnel in other settings who prepare disabled individuals for college will find the materials useful.

PRODUCTS

1. Burnett, S.E. *Seven Modules for Independent Living Skills Instruction For Physically Disabled College Students: Instructor's Manual.* Santa Monica, CA: Santa Monica College, 1982. (155 pages)

   Available from: VOICE. Also available from the Information Source given below, for $5.25 each for the instructor's manual. The student workbook is also available for $1.50 each.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Since its publication, over 90 colleges, hospitals, and other agencies requested the curriculum materials and paid for them. They have been used at Santa Monica College over several years. There are few instuctional materials for independent living skills instruction geared to disabled individuals.

INFORMATION SOURCE

Judith G. Schwartz
Coordinator, Disabled Students' Center
Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405
(213) 452-9265

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

AUDIOVISUAL MATERIALS

AMERICAN SIGN LANGUAGE TRANSLATION OF THE SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE

TYPE OF RESOURCE MATERIAL

Audiovisual Materials

DEVELOPER

Coast Community College District, Golden West College

DESCRIPTION

This videotape was prepared to administer the Sixteen Personality Factor Questionnaire (16 PF) to hearing impaired students. The 16 PF is an objectively scorable personality test published by the Institute of Personality and Ability Testing (IPAT). Form A of the test was translated into American Sign Language on videotape by staff at Golden West College. This translation was supported in part by HSPS funds. It was done to insure that information from the test is not distorted by the reading ability of the examinee.

The administration of the test takes approximately 2 hours and 15 minutes. The test administrator has the option of stopping the tape or repeating questions if needed. The test is hand-scorable with interpretation provided by a qualified professional. Alternately, the test publisher, IPAT, will machine score and produce a computer generated interpretive report.

PRODUCTS

1. *16 PF (Form A) Translation in American Sign Language* (Videotape). Champaign, IL: IPAT, 1985.

   Available from: IPAT, P.O. Box 188, Champaign, IL 61820. Purchase price is $300 either in VHS or Betamax.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The videotaped translation is being used at Golden West College and the Department of Rehabilitation in Westminster, California, and by several private psychologists. The 16 PF is one of the personality tests most widely used with hearing impaired persons, and this vidoetape is its only available sign language translation. Its publication by IPAT implies that test professionals believe in its usefulness.

INFORMATION SOURCE

Lois Shafqat
Director, Disabled Student Program
Golden West College
15744 Golden West St.
Huntington Beach, CA 92647
(714) 895-8721

TECHNICAL SIGN LANGUAGE VIDEOTAPES

TYPE OF RESOURCE MATERIAL

Audiovisual Materials

DEVELOPER

Los Angeles Community College District, Los Angeles Pierce College

DESCRIPTION

As part of a VEA special project, a series of 38 videocassettes were made to help teach sign language to vocational education teachers and students for 14 occupational areas. The areas are advertising art, architecture, automotive technology, business administration, business law, computer science, drafting, electronics, machine tools, numerical control, photography, real estate, welding, and woodworking. Lists of technical terms used in these areas were prepared and nontechnical definitions were written for each word. Signs were identified or developed for each word unless it was determined that the word should be finger spelled. The format of the tapes consists of a person demonstrating the signs with occasional review sessions.

PRODUCTS

1. Los Angeles Pierce College. *Techsign Project Sign Language Videotapes* (38 videotapes). Woodland Hills, CA: Author, 1981.

   Available from: VOICE (P-19-00-754). (3/4" tape) Only five tapes may be borrowed at one time.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The materials were field tested at 50 California schools and colleges, and at national and state centers for the deaf. Favorable responses to the materials were reported. The materials improved the rate of successful completion of vocational programs by deaf students at Los Angeles Pierce College. The tapes have been used by the State Department of Rehabilitation.

INFORMATION SOURCE

Norm Crozer
Director, Special Services Program
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(818) 347-0551

VIDEOTAPE MODULES DESCRIBING SPECIFIC DISABLING CONDITIONS AND THEIR IMPACT

TYPE OF RESOURCE MATERIAL

Audiovisual Materials

DEVELOPER

West Valley Community College District, West Valley College

DESCRIPTION

In 1981, West Valley College received VEA special project funds to develop in-service modules for training community college staff to better understand and serve disabled students so they can be integrated into the mainstream of life. Nine videotape modules were developed covering seven specific disabilities. A panel of experts assisted staff in compiling the information on each disability.

The nine videotape modules and related written information present a realistic view of how persons with disabilities adapt and continue to strive to reach their full potential. The first of the nine tapes, *Moving Through Disability*, contains excerpts from the other eight tapes and focuses on attitudes toward disabilities. The other tapes present interviews with individuals who discuss how specific disabilities have affected their lives. Emphasis is placed on their experiences in the community college environment. Materials describing medical, psychological, cognitive, and functional adaptations for the disability accompany many of the videotapes. Because of their modularized format, these materials can be used in a variety of ways.

PRODUCTS

1. West Valley College. *Moving Through Disability* (Videotape). Saratoga, CA: Author, 1982. (10 minutes)
2. Eight additional videotapes, each title starting with "Moving Through." The remainder of the titles and the running times are: Head Injury (13 minutes); Hearing Impairment (8 minutes); Learning Disability (12 minutes); Multiple Sclerosis (16 minutes); Spinal Cord Injury (19 minutes); Stroke (Jonnie), (8 minutes); Stroke (Michael), (9 minutes); and Visual Impairment (17 minutes).

The above products are available from: VOICE.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Community college personnel who were introduced to these resources at dissemination workshops in California gave positive evaluation to both the videotapes and the written materials. The developers have shown the materials at several national conferences and have received numerous requests from out-of-state for copies.

INFORMATION SOURCE

Sylvia Selleck
Counselor for the Disabled
West Valley College
14000 Fruitvale Avenue
Saratoga, CA 95070
(408) 867-2200

VIDEOTAPES DESCRIBING FIVE DISABILITY CONDITIONS

TYPE OF RESOURCE MATERIAL

Audiovisual Materials

DEVELOPER

Santa Monica Community College District, Santa Monica College

DESCRIPTION

Five videotapes were developed to help community college faculty and staff achieve a better understanding of students who have disabilities. Areas covered are students who are blind, speech impaired, physically disabled, learning disabled, and multiply disabled. A similar format is used for all five videotapes. Through questions and answers, students and instructors reveal their feelings about the specific disabilities and tell how the disabilities affect performance in the classroom and other community college settings. The development of the videotapes was supported by the Community Colleges Fund for Instructional Improvement and by HSPS funds.

Each tape is about 15 minutes long and accompanied by fact sheets. The fact sheets cover the following topics: definitions, causes or origin of the disability, common myths, educational implications, safety considerations, psychological conditions, resources, and services available. The five tapes can be used as a package in a staff training workshop, or individual tapes can be used to help an instructor deal with a particular situation involving a student with a disability.

PRODUCTS

1. Santa Monica College, *The Student Who is Blind* (Videotape). Santa Monica, CA: Author, 1981. (15 minutes)
2. Santa Monica College, *The Student Who is Physically Disabled* (Videotape). Santa Monica, CA: Author, 1981. (15 minutes)
3. Santa Monica College, *The Student Who is Learning Disabled* (Videotape). Santa Monica, CA: Author, 1981. (15 minutes)
4. Santa Monica College, *The Student Who is Speech Impaired* (Videotape). Santa Monica, CA: Author, 1981. (15 minutes)
5. Santa Monica College, *The Student Who is Multiply Disabled* (Videotape). Santa Monica, CA: Author, 1981. (15 minutes)

The above products are available from: the Information Source shown below. Available in 3/4"videocassete format. Purchase price is $18.00 for each 30 minute cassette (one show only), $37 for each 60 minute cassette (up to 3 shows), plus postage. The fact sheets will be provided at no charge.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The videotapes have been purchased by 25 community colleges. An additional 20 colleges have borrowed the tapes. Santa Monica staff have used the tapes for in-service training since 1981 and found them very useful.

INFORMATION SOURCE

Judith G. Schwartz
Coordinator, Disabled Students' Center
Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90450
(213) 452-9265

WE CAN DO IT

TYPE OF RESOURCE MATERIAL

Audiovisual Materials

DEVELOPER

Los Angeles Community College District, Office of Educational Resources

DESCRIPTION

We Can Do It is a 30-minute film designed to help develop awareness of the special needs of disabled students. The film is intended to raise the awareness level of members of the audience, causing them to take personal responsibility for making changes in their behavior, environment, classroom, etc. It depicts the difficulties encountered by disabled students going through college. Shot on location at three Los Angeles Community College District campuses as well as on a sound stage, the film features a cast of professional actors. A number of disabled students from the district portray the students in the film. The film shows how skilled and sensitive instructors can help disabled students succeed. It was developed with VEA funds.

Accompanying the film is a training package with a discussion guide included. The guide summarizes the film story line and gives follow-up activities that have been specially designed for use with this movie. The objective is to actively involve the audience in exploring the topic and creating change.

PRODUCTS

1. Povall, D. S., (Writer), & Robinson, L. (Director). *We Can Do It* (Film). Los Angeles Community College District, Office of Educational Resources, 1979.

   Available from: Los Angeles Valley College, Media Marketing/ITV, 5800 Fulton Avenue, Van Nuys, CA 91401. Available in 16 mm and 3/4" videocassette formats. One week rental in either format is $50. Purchase price is $300 for 16 mm and $125 for videocassette. Shipping and insurance costs will be added.

2. Los Angeles Community College District. *We Can Do It* (Discussion guide). Los Angeles, CA: Author, Office of Educational Resources, 1979. (12 pages)

   Available from: Los Angeles Valley College, Media Marketing/ITV, 5800 Fulton Avenue, Van Nuys, CA 91401, at no charge.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The film has been described as effective by project staff and by staff at the Chancellor's Office of the California Community Colleges. It has been used extensively at colleges in the district and elsewhere in California, and at many institutions of higher education throughout the United States.

INFORMATION SOURCE

Victoria Richart
District Director of Special Education Services
Los Angeles Community College District
617 West Seventh Street
Los Angeles, CA 90017
(213) 628-7788, Ext. 2532

REFERENCE MATERIALS

A CATALOG OF CAREER GUIDANCE MATERIALS FOR USE WITH STUDENTS WITH DISABILITIES

TYPE OF RESOURCE MATERIAL

Reference Materials

DEVELOPER

Chaffey Community College District, Chaffey College

DESCRIPTION

In 1980 a resource review team of Chaffey College specialists developed criteria for the selection of career counseling materials for use with students with disabilities. Project staff surveyed the California community colleges and searched ERIC and other national clearinghouses for suitable materials. They compiled an annotated bibliography of selected resources identified through this research. The work was supported by VEA funds.

The product, *Career Guidance Materials for Use With Students With Disabilities: A Resource Catalog*, describes the selected resources under four headings: vocational guidance materials and activities, information and ideas about vocational guidance for students with disabilities, information for counseling students with specific disabilities, and more resource listings. Ordering information is included.

PRODUCTS

1. Hopkins, L. J., Creasy, D. E., & Smith, G. J. *Career Guidance Materials for Use With Students With Disabilities: A Resource Catalog*. Alta Loma, CA: Chaffey College, 1982. (37 pages)

   Available from: VOICE (P-36-01-456).

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The resource catalog was reviewed by teachers and counselors of the disabled, who gave a positive evaluation of the quality, format, content, and relevancy of this product. The catalog has been used in community college districts throughout the state.

INFORMATION SOURCE

Paulette Bull
Educational Resource Center
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737

CAREER INFORMATION ADAPTED FOR USE BY STUDENTS WITH DISABILITIES

TYPE OF RESOURCE MATERIAL

Reference Materials

DEVELOPER

Chaffey Community College District, Chaffey College

DESCRIPTION

To help fill critical gaps in career information usable by students who have disabilities, Chaffey College staff and their advisers selected an available career information system, the Appalachia Educational Laboratory's (AEL) Career Decision-Making Program. AEL and the publisher granted permission to the college to adapt and disseminate the products on a cost-recovery basis. The work was supported by VEA funds.

The adapted materials made available include the *Worker Trait Group Guide*, a reference containing worker qualification profiles and other information for 66 groups of occupations. The guide is based on Department of Labor research used to develop the *Guide for Occupational Exploration*. Braille, large print, and audiotape versions are available. A 36-minute videotape with sign language inserts presents three AEL filmstrips: *Work Activities*, *Work Situations*, and *What Are Aptitudes*. These explain part of the appendices of the *Worker Trait Group Guide*. A brief manual, *Guidelines for Use With Career Guidance Videotape*, contains the videotape script and key vocabulary words.

PRODUCTS

1. Chaffey College. *Worker Trait Group Guide* (Braille, large print, and cassette tape adaptations). Alta Loma, CA: Author, 1981.

   Available from: VOICE (P-36-01-456). Large print copies are available free of charge from the Information Source given below. Braille copies can be purchased for $86.00 each from the Pomona Transcribers Guild, c/o Ontario Public Library, 215 East C Street, Ontario, CA 91764. Four-track cassette tapes are available from Recording for the Blind, Inc., 215 East 58th Street, New York, NY 10022 at no charge to eligible individuals.

2. Chaffey College. *Career Guidance Videotape with Signed English Interpretation for Hearing Impaired Students* (Videotape) and *Guidelines for Use with Career Guidance Videotape*. Alta Loma, CA: Author, 1981.

   Available from: the Information Source given below, for $85.00

EVIDENCE OF EFFECTIVNESS, USEFULNESS, OR IMPACT

The products were reviewed by employed disabled adults and field tested with physically and learning disabled students. The materials were rated favorably by teachers and counselors of the disabled who attended dissemination workshops given by the developers.

INFORMATION SOURCE

Paulette Bull
Educational Resource Center
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737

RESEARCH REPORT ON A STUDY OF WORD PROCESSING COMPETENCIES WITH IMPLICATIONS FOR TRAINING HANDICAPPED AND DISADVANTAGED STUDENTS

TYPE OF RESOURCE MATERIAL

Reference Materials

DEVELOPER

Saddleback Community College District, Saddleback College

DESCRIPTION

In the fall and early spring of 1979, interviews were conducted with 72 word processing supervisors and 53 correspondence specialists employed in 100 Orange County businesses. The purpose of the interviews was to ascertain what tasks are performed in word processing, what competencies are required, what employment opportunities exist for the disabled, how many disabled are employed, and how they are recruited. The research report presents the findings and conclusions of the study. It includes physical requirements for individuals using word processors, findings about accessibility and about employer attitudes toward hiring disabled workers, and findings and recommendations about the special training needs of disabled and disadvantaged students preparing for work in this field. The report can be used as a reference source for those planning word processing facilities and curriculum. The study was supported by VEA funds.

PRODUCTS

1. Busche, D., & Arntson, J. *A Study of Word Processing Competencies with Implications for Training Handicapped and Disadvantaged Students.* Mission Viejo, CA: Saddleback Community College District, 1979. (101 pages)

   Available from: VOICE (P-30-08-425).

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Information gathered in this study was used in planning business education facilities and curriculum at the two Saddleback campuses. Special instructional techniques, equipment, and materials have been utilized in the office education and other business programs to meet the special needs of students with sight, hearing, and other physical disabilities and to assist academically disadvantaged students.

INFORMATION SOURCE

Joyce Arntson
Business Center
Saddleback College, North Campus
5500 Irvine Center Drive
Irvine, CA 92714
(714) 559-9300

TECHNICAL SIGN LANGUAGE DICTIONARIES

TYPE OF RESOURCE MATERIAL

Reference Materials

DEVELOPER

Los Angeles Community College District, Los Angeles Pierce College

DESCRIPTION

A series of 13 dictionaries was developed to help teach technical sign language to vocational education teachers and students. Technical signs are pictured and defined for advertising art, architecture, automotive technology, business administration, business law, computer science, drafting, electronics, machine tools, photography, real estate, welding, and woodworking. Lists of technical terms used in these areas were prepared and nontechnical definitions were written for each word. Signs were identified or developed for each word unless it was determined that the word should be finger spelled. Each dictionary contains approximately 100 signed terms with definitions. The directories were developed as part of a VEA special project.

PRODUCTS

1. Los Angeles Pierce College. *Techsign Project Sign Language Dictionaries* (13 dictionaries). Woodland Hills, CA: Author, 1981. (pages vary)

   Available from: VOICE (P-19-00-754). Also available from the Information Source given below for $5.00 per dictionary. A check payable to Los Angeles Pierce College Handicap Student Fund must be sent with your order. The cost is postpaid and sales tax need not be added.

EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The dictionaries were field tested at 50 California schools and colleges, and at national and state centers for the deaf. Favorable responses were received. The dictionaries improved the rate of successful completion of vocational programs by deaf students at Pierce College. The dictionaries have also been used by the State Department of Rehabilitation.

INFORMATION SOURCE

Norm Crozer
Director, Special Services Program
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(818) 347-0551

APPENDIX A

HOW TO OBTAIN PRODUCTS FROM VOICE

VOICE (Vocational and Occupational Information Center for Educators) is a joint service of the vocational education units of the Chancellor's Office, California Community Colleges, and the California State Department of Education. The VOICE collection contains instructional materials, including audiovisual materials, reference materials, textbooks, curriculum guides, and reports of studies and projects. VOICE educational resources are available on loan to California educators. Materials are checked out for a three-week period.

To request information or check out materials listed in this directory, copy the Borrower Request Form on the next page. Fill out item 2 on the form, specifying each resource by the VOICE item number, title, and/or author. In this directory, VOICE item numbers (when available) appear in parentheses where VOICE is shown as a source. P-43-01-745 is an example of a VOICE item number.

Mail the request form to VOICE, 721 Capitol Mall, Sacramento, CA 95814. Unless the materials requested are already on loan, they should be received within five working days. VOICE pays the cost of shipping the package—the borrower's only cost is for safe return of loaned materials to the Center.

To obtain further information write, call, or visit the Center, which is located on the fourth floor of the State Department of Education Building at 721 Capitol Mall, Sacramento. VOICE telephone numbers are (916) 445-0401, 445-0402, and 445-0404.

Borrower Request Form

1. VOICE ..... I need information or materials to assist me with the following:

_____

_____

_____

_____

and

The following descriptors define the kinds of materials I am looking for:
(Refer to the attached descriptor list.)

_____

_____

_____

_____

or

2. VOICE ..... please send me the following item(s):

Item number	Title	Author

_____ Name

_____ District

_____ School college

_____ Address

_____ City State ZIP code

_____ Date

_____ Work phone

_____ Home phone

F80-65 03-0161 10-80 BM

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